

# Behavior Rating Inventory of Executive Function - 2 (BRIEF-2)

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Family ID:

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Survey Link:

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Online Survey Flag:

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Preferred Language / Idioma preferido:

☐ English / Inglés

☐ Spanish / Español

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Behavior Rating Inventory of Executive Function, Second Edition (BRIEF 2)

Parent Form

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## Instructions

On the following pages is a list of statements that describe children. We would like to know if your child has had problems with these behaviors over the past 6 months. Please answer all the items the best that you can. Please DO NOT SKIP ANY ITEMS. Think about your child as you read each statement and select:

N if the behavior is Never a problem

S if the behavior is Sometimes a problem

O if the behavior is Often a problem

For example, if your child never has trouble completing homework on time, you would select N for this item. Before you begin answering the items, please fill in your child's ~~gender~~<sup>sex</sup> and your relationship to the child.

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Child's Sex:

☐ Female

☐ Male

N = Never      S = Sometimes      O = Often

1. Is fidgety \_\_\_\_\_
  2. Resists or has trouble accepting a different way to solve a problem with schoolwork, friends, tasks, etc. \_\_\_\_\_
  3. When given three things to do, remembers only the first or last \_\_\_\_\_
  4. Is unaware of how his/her behavior affects or bothers others \_\_\_\_\_
  5. Work is sloppy \_\_\_\_\_
  6. Has explosive, angry outbursts \_\_\_\_\_
  7. Does not plan ahead for school assignments \_\_\_\_\_
  8. Cannot find things in room or school desk \_\_\_\_\_
  9. Is not a self-starter \_\_\_\_\_
  10. Does not think before doing (is impulsive) \_\_\_\_\_
  11. Has trouble getting used to new situations (classes, groups, friends, etc.) \_\_\_\_\_
  12. Has a short attention span \_\_\_\_\_
  13. Has poor understanding of own strengths and weaknesses \_\_\_\_\_
  14. Has outbursts for little reason \_\_\_\_\_
  15. Gets caught up in details and misses the big picture \_\_\_\_\_
  16. Gets out of control more than friends \_\_\_\_\_
  17. Gets stuck on one topic or activity \_\_\_\_\_
  18. Forgets his/her name \_\_\_\_\_
  19. Has trouble with chores or tasks that have more than one step \_\_\_\_\_
  20. Does not realize that certain actions bother others \_\_\_\_\_
  21. Written work is poorly organized \_\_\_\_\_
  22. Small events trigger big reactions \_\_\_\_\_
  23. Has good ideas but does not get the job done (lacks follow-through) \_\_\_\_\_
  24. Talks at the wrong time \_\_\_\_\_
  25. Has trouble finishing tasks (chores, homework, etc.) \_\_\_\_\_
  26. Does not notice when his/her behavior causes negative reactions \_\_\_\_\_
  27. Reacts more strongly to situations than other children \_\_\_\_\_
  28. Has trouble remembering things, even for a few minutes \_\_\_\_\_
  29. Makes careless errors \_\_\_\_\_
  30. Gets out of seat at the wrong times \_\_\_\_\_
  31. Becomes upset with new situations \_\_\_\_\_
  32. Has trouble concentrating on tasks, schoolwork, etc. \_\_\_\_\_
- N = Never      S = Sometimes      O = Often
33. Has poor handwriting \_\_\_\_\_
  34. Mood changes frequently \_\_\_\_\_
  35. Has good ideas but cannot get them on paper \_\_\_\_\_
  36. Has trouble counting to three \_\_\_\_\_
  37. Leaves messes that others have to clean up \_\_\_\_\_
  38. Needs to be told to begin a task even when willing \_\_\_\_\_
  39. Acts too wild or "out of control" \_\_\_\_\_
  40. Thinks too much about the same topic \_\_\_\_\_
  41. Forgets what he/she was doing \_\_\_\_\_
  42. Does not check work for mistakes \_\_\_\_\_
  43. Angry or tearful outbursts are intense but end suddenly \_\_\_\_\_
  44. Becomes overwhelmed by large assignments \_\_\_\_\_
  45. Loses lunch box, lunch money, permission slips, homework, etc. \_\_\_\_\_
  46. Needs help from an adult to stay on task \_\_\_\_\_
  47. Forgets to hand in homework, even when completed \_\_\_\_\_
  48. Has trouble putting the brakes on his/her actions \_\_\_\_\_
  49. Resists change of routine, foods, places, etc. \_\_\_\_\_
  50. Has trouble getting started on homework or tasks \_\_\_\_\_
  51. Mood is easily influenced by the situation \_\_\_\_\_
  52. Underestimates time needed to finish tasks \_\_\_\_\_
  53. Does not bring home homework, assignment sheets, materials, etc. \_\_\_\_\_
  54. Cannot find the front door of home \_\_\_\_\_
  55. Does not take initiative \_\_\_\_\_
  56. Becomes upset too easily \_\_\_\_\_
  57. Starts assignments or tasks at the last minute \_\_\_\_\_
  58. Has trouble moving from one activity to another \_\_\_\_\_
  59. Has trouble carrying out the actions needed to reach goals (saving money for special item, studying to get a good grade, etc.) \_\_\_\_\_
  60. Is disturbed by change of teacher or class \_\_\_\_\_
  61. Has trouble organizing activities with friends \_\_\_\_\_
  62. Becomes too silly \_\_\_\_\_
  63. Leaves a trail of belongings wherever he/she goes \_\_\_\_\_

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Date of Completion: \_\_\_\_\_

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Inventario de Calificación de Comportamiento de la Función Ejecutiva, Segunda Edición

Formulario para padres

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Instrucciones

En las siguientes páginas hay una lista de enunciados que describen a niños. Desearíamos saber si su hijo/a ha tenido problemas con estas conductas en los últimos 6 meses. Responda todos los enunciados de la mejor manera que pueda. NO SALTE NINGÚN ENUNCIADO. Piense en su hijo/a al leer cada enunciado y seleccione la mejor opción:

N si la conducta Nunca es un problema

A si la conducta A veces es un problema

F si la conducta Frecuentemente es un problema

Por ejemplo, si a su hijo/a nunca le resulta difícil completar sus deberes escolares a tiempo, debe seleccionar N para esta declaración. Antes de comenzar a responder, complete el sexo del niño/a y relación con el/la niño/a.

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Sexo Infantil:

☐ Masculino

☐ Femenino

N = Nunca      A = A veces      F = Frecuentemente

1. Es inquieto/a \_\_\_\_\_
  2. Se resiste o le resulta difícil aceptar una manera diferente de resolver un problema con los deberes escolares, los amigos, las tareas, etc. \_\_\_\_\_
  3. Cuando le dan tres cosas para hacer, solo recuerda la primera o la última \_\_\_\_\_
  4. No se da cuenta de cómo su conducta afecta o molesta a los demás \_\_\_\_\_
  5. El trabajo es descuidado \_\_\_\_\_
  6. Tiene arrebatos explosivos, de ira \_\_\_\_\_
  7. No planea los deberes escolares por adelantado \_\_\_\_\_
  8. No puede encontrar cosas en su habitación o en el pupitre \_\_\_\_\_
  9. No tiene iniciativa \_\_\_\_\_
  10. No piensa antes de actuar (es impulsivo/a) \_\_\_\_\_
  11. Le resulta difícil acostumbrarse a situaciones nuevas (clases, grupos, amigos, etc.) \_\_\_\_\_
  12. Tiene poca capacidad de concentración \_\_\_\_\_
  13. No conoce bien sus propias fortalezas y debilidades \_\_\_\_\_
  14. Tiene arrebatos casi sin motivo \_\_\_\_\_
  15. Queda atrapado/a en los detalles y pierde la visión general \_\_\_\_\_
  16. Pierde el control más que sus amigos \_\_\_\_\_
  17. Queda atascado/a en un tema o en una actividad \_\_\_\_\_
  18. Olvida su nombre \_\_\_\_\_
  19. Tiene problemas con los quehaceres domésticos o con las tareas que involucran más de un paso \_\_\_\_\_
  20. No se da cuenta de que ciertas acciones molestan a los demás \_\_\_\_\_
  21. El trabajo escrito está mal organizado \_\_\_\_\_
  22. Acontecimientos insignificantes desencadenan reacciones exageradas \_\_\_\_\_
  23. Tiene buenas ideas pero no termina las cosas (le falta seguimiento) \_\_\_\_\_
  24. Habla en el momento inoportuno \_\_\_\_\_
  25. Le resulta difícil terminar las tareas (quehaceres domésticos, deberes escolares, etc.) \_\_\_\_\_
  26. No se da cuenta de cuándo su conducta provoca reacciones negativas \_\_\_\_\_
  27. Reacciona con mayor intensidad que los demás niños frente a las situaciones \_\_\_\_\_
  28. Le resulta difícil recordar cosas, incluso durante algunos minutos \_\_\_\_\_
  29. Comete errores por descuido \_\_\_\_\_
  30. Se levanta de su asiento cuando no debe hacerlo \_\_\_\_\_
  31. Se fastidia con situaciones nuevas \_\_\_\_\_
  32. Le resulta difícil concentrarse en las tareas, en los deberes escolares, etc. \_\_\_\_\_
- N = Nunca      A = A veces      F = Frecuentemente
33. Tiene mala letra \_\_\_\_\_
  34. Tiene cambios de humor frecuentes \_\_\_\_\_
  35. Tiene buenas ideas pero no consigue ponerlas por escrito \_\_\_\_\_
  36. Le resulta difícil contar hasta tres \_\_\_\_\_
  37. Deja las cosas desordenadas y los demás las tienen que ordenar \_\_\_\_\_
  38. Necesita que le indiquen que comience una tarea, aunque esté dispuesto/a a llevarla a cabo \_\_\_\_\_
  39. Actúa demasiado desenfrenado/a o "fuera de control" \_\_\_\_\_
  40. Piensa demasiado en el mismo tema \_\_\_\_\_
  41. Se olvida de lo que estaba haciendo \_\_\_\_\_
  42. No revisa el trabajo para comprobar si tiene errores \_\_\_\_\_
  43. Los arrebatos de ira o de llanto son intensos pero finalizan bruscamente \_\_\_\_\_
  44. Las tareas extensas lo/a abruma \_\_\_\_\_
  45. Pierde la lonchera, el dinero para el almuerzo, autorizaciones y permisos, deberes escolares, etc. \_\_\_\_\_
  46. Necesita ayuda de un adulto para mantenerse enfocado/a en su tarea \_\_\_\_\_
  47. Olvida entregar sus deberes escolares, incluso cuando están terminados \_\_\_\_\_
  48. Le resulta difícil poner freno a sus acciones \_\_\_\_\_
  49. Se resiste al cambio de rutina, de alimentos, de lugares, etc. \_\_\_\_\_
  50. Le resulta difícil comenzar deberes escolares o tareas \_\_\_\_\_
  51. La situación influye en el estado de ánimo fácilmente \_\_\_\_\_
  52. Subestima el tiempo necesario para finalizar las tareas \_\_\_\_\_
  53. No trae a casa los deberes escolares, las hojas de tareas, los materiales, etc. \_\_\_\_\_
  54. No puede encontrar la puerta de la casa \_\_\_\_\_
  55. No toma la iniciativa \_\_\_\_\_
  56. Se fastidia con demasiada facilidad \_\_\_\_\_
  57. Comienza los trabajos o las tareas a último momento \_\_\_\_\_
  58. Le resulta difícil pasar de una actividad a otra \_\_\_\_\_
  59. Le resulta difícil llevar a cabo las acciones necesarias para alcanzar metas (ahorrar dinero para un artículo especial, estudiar para obtener una buena calificación, etc.) \_\_\_\_\_
  60. Un cambio de profesor o de clase lo/a perturba \_\_\_\_\_
  61. Le resulta difícil organizar actividades con amigos \_\_\_\_\_
  62. Hace muchas tonterías \_\_\_\_\_
  63. Deja un reguero de objetos personales dondequiera que vaya \_\_\_\_\_

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Fecha de finalización:

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SCORING (Negativity, Infrequency and Inconsistency)

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Negativity Scale Score:

---

((range 0 to 8))

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Negativity Scale Classification

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Negativity Scale Classification

- ☐  $\leq 6$  equals to Percentile  $\leq 98$  (Acceptable)  
☐ 7 equals to Percentile 99 (Elevated)  
☐  $\geq 8$  equals to Percentile  $> 99$  (Highly elevated)

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Infrequency Scale Score:

---

((range 0 to 3))

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Infrequency Scale Classification

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Infrequency Scale Classification

- ☐ 0 equals to Percentile 99 (Acceptable)  
☐  $\geq 1$  equals to  $> 99$  (Questionable)

---

Inconsistency Scale Score:

---

((range 0 to 16))

---

Inconsistency Scale Classification

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(Inconsistency  $\geq 11$  ( $> 99$  percentile))

---

Inconsistency Scale Classification

- ☐  $\leq 6$  equals to Percentile  $\leq 98$  (Acceptable)  
☐ 7-10 equals to Percentile 99 (Questionable)  
☐  $\geq 11$  equals to Percentile  $> 99$  (Inconsistent)

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SUBTOTAL SCORING

---

Inhibit Subtotal (Items 33 - 63)

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Inhibit Subtotal (Items 1 - 32)

---

---

Total Raw Score - Inhibit

---

---

Self-Monitor Subtotal (Items 1 - 32)

---

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Shift Subtotal (Items 33 - 63)

---

---

Shift Subtotal (Items 1 - 32)

---

---

Total Raw Score - Shift

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---

Emotional Control Subtotal (Items 33 - 63)

---

---

Emotional Control Subtotal (Items 1 - 32)

---

---

Total Raw Score - Emotional Control

---

---

Initiate Subtotal (Items 33 - 63)

---

---

Initiate Subtotal (Items 1 - 32)

---

---

Total Raw Score - Initiate

---

---

Working Memory Subtotal (Items 33 - 63)

---

---

Working Memory Subtotal (Items 1 - 32)

---

---

Total Raw Score - Working Memory

---

---

Plan/Organize Subtotal (Items 33 - 63)

---

---

Plan/Organize Subtotal (Items 1 - 32)

---

---

Total Raw Score - Plan/Organize

---

---

Task-Monitor Subtotal (Items 33 - 63)

---

---

Task-Monitor Subtotal (Items 1 - 32)

---

---

Total Raw Score - Task-Monitor

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Organization of Materials Subtotal (Items 33 - 63)

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Organization of Materials Subtotal (Items 1 - 32)

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---

Total Raw Score - Organization of Materials

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SCORING SUMMARY (BRI, ERI, CRI, GEC)

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BRI (sum of Inhibit and Self-Monitor scores)

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ERI (sum of Shift and Emotional Control scores)

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CRI (sum of Initiate, Working Memory, Plan/Organize, Task-Monitor, and Organization of Materials scores)

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GEC (sum of BRI, ERI, and CRI)

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SCORING IN SPANISH (Negativity, Infrequency and Inconsistency)

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Negativity Scale Score (Spanish):

---

((range 0 to 8))

---

Negativity Scale Classification (Spanish)

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Negativity Scale Percentile (Spanish)

- ☐  $\leq 6$  equals to Percentile  $\leq 98$  (Acceptable)  
☐ 7 equals to Percentile 99 (Elevated)  
☐  $\geq 8$  equals to Percentile  $> 99$  (Highly elevated)
- 

Infrequency Scale Score (Spanish):

---

((range 0 to 3))

---

Infrequency Scale Classification (Spanish)

---

Infrequency Scale Percentile (Spanish)

- ☐ 0 equals to Percentile 99 (Acceptable)  
☐  $\geq 1$  equals to  $> 99$  (Questionable)
- 

Inconsistency Scale Score (Spanish):

---

((range 0 to 16))

---

Inconsistency Scale Classification (Spanish)

---

(Inconsistency  $\geq 11$  ( $> 99$  percentile))

---

Inconsistency Scale Percentile (Spanish)

- ☐  $\leq 6$  equals to Percentile  $\leq 98$  (Acceptable)  
☐ 7-10 equals to Percentile 99 (Questionable)  
☐  $\geq 11$  equals to Percentile  $> 99$  (Inconsistent)
- 

SUBTOTALS SCORING IN SPANISH

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Inhibit Subtotal (Items 33 - 63) (Spanish)

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Inhibit Subtotal (Items 1 - 32) (Spanish)

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Total Raw Score - Inhibit (Spanish)

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Self-Monitor Subtotal (Items 1 - 32) (Spanish)

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Shift Subtotal (Items 33 - 63) (Spanish)

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---

Shift Subtotal (Items 1 - 32) (Spanish)

---

---

Total Raw Score - Shift (Spanish)

---

---

Emotional Control Subtotal (Items 33 - 63) (Spanish)

---

---

Emotional Control Subtotal (Items 1 - 32) (Spanish)

---

---

Total Raw Score - Emotional Control (Spanish)

---

---

Initiate Subtotal (Items 33 - 63) (Spanish)

---

---

Initiate Subtotal (Items 1 - 32) (Spanish)

---

---

Total Raw Score - Initiate (Spanish)

---

---

Working Memory Subtotal (Items 33 - 63) (Spanish)

---

---

Working Memory Subtotal (Items 1 - 32) (Spanish)

---

---

Total Raw Score - Working Memory (Spanish)

---

---

Plan/Organize Subtotal (Items 33 - 63) (Spanish)

---

---

Plan/Organize Subtotal (Items 1 - 32) (Spanish)

---

---

Total Raw Score - Plan/Organize (Spanish)

---

---

Task-Monitor Subtotal (Items 33 - 63) (Spanish)

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Task-Monitor Subtotal (Items 1 - 32) (Spanish)

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---

Total Raw Score - Task-Monitor (Spanish)

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Organization of Materials Subtotal (Items 33 - 63)  
(Spanish)

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Organization of Materials Subtotal (Items 1 - 32)  
(Spanish)

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Total Raw Score - Organization of Materials (Spanish)

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SCORING SUMMARY IN SPANISH (BRI, ERI, CRI, GEC)

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BRI (sum of Inhibit and Self-Monitor scores) Spanish

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ERI (sum of Shift and Emotional Control scores)  
Spanish

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CRI (sum of Initiate, Working Memory, Plan/Organize,  
Task-Monitor, and Organization of Materials  
scores) Spanish

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GEC (sum of BRI, ERI, and CRI) Spanish

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